

Fostering Education

Social Impact and Honors Research Project

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May 3, 2021

## **Introduction**

Children in foster care are at an extreme disadvantage in comparison to students that did not grow up in the foster care system. Students in foster care are at a higher disposition to not graduate high school, be homeless, or die younger. To address this issue, Fostering Education was developed. This program will work as an intervention during the added stress of being online for schooling and assist students in succeeding. (Educational Tutoring Services, 2020).

The effects of COVID-19 are endless, affecting every single person in society. Children in foster care, already being at a disadvantage before the Coronavirus pandemic, are now even more vulnerable than ever before (Alvis & Gupta, 2020).

In an effort to address these issues, Fostering Education will support kinship care youth, Kindergarten through grade 12, in their education. Youth are currently attending school virtually due to COVID and are being tutored in coordination with their current studies. The tutors are students recruited from Ohio State University and who have undergone extensive training. In the recruitment process for the tutors, there is an application with questions regarding passion and intellect, as well as an interview process which assesses motivation for becoming a tutor. The training includes: BuckeyeLearn trainings on HIPAA and Institutional Data Compliance and Activities and Programs with Minor Participants, a training PowerPoint that focuses on boundaries, cultural competency, behavior management, trauma informed care, and working effectively with children. Tutors are asked the topics they are competent to teach. Tutors self-define their topic expertise. Tutors are with students based on tutor expertise and student academic need. Tutors and students meet weekly for one hour on Zoom. In the tutoring session, the tutor assists the student in completion of their homework and then moves on to reviewing

lessons from that week in class. The course outline from each student's teacher is attained and provided to the tutor to become familiar with before their session. When homework is complete, the tutor and student will review class concepts using the information provided from the teacher. An Idea Bank was developed through a brainstorming activity with tutors as a resource for use when the student does not have homework. The Idea Bank is an online Google document resource of educational activities categorized by grade and subject matter.

The program began once the Memorandum of Understanding was signed between The Ohio State University and Franklin County Children's Services, tutors completed training, and background checks completed by Franklin County Children Services. The start date was March 2021. The program will end in May 2021. Plans for program sustainment are in progress.

## **Literature Review**

### **Fostering Education Program Evaluation Protocol**

#### **I. Objective**

- a. The objective of this program evaluation is to assess Fostering Education's effectiveness in tutoring youth in kinship care virtually during the COVID-19 pandemic by monitoring how it impacts student views of school success and self-esteem.

#### **II. Background and Rationale**

Much research has been done in regard to the effectiveness of tutoring at-risk youth. A study completed by East Stroudsburg University in 2010 states this about the early intervention of tutoring: "The early intervention draws at risk students into the college and university community, facilitating connections that foster student persistence, retention, and degree

attainment” (Rheinheimer 2010, p. 8). The University tested 129 at-risk youth and intervened through tutoring and found the results to be extremely positive, stating: “results of the study showed that tutoring has significant positive relationships with the retention and academic performance and demonstrate that tutoring can be effective as a strategy for succeeding to graduation” (Rheinheimer 2010, p. 4).

The impact COVID-19 on children worldwide is immeasurable. An article from Food Security draws comparisons to students in The United States to those in different countries stating, “According to UNESCO, approximately 0.32 billion students in India have been affected by school closures due to the Covid-19 pandemic” (Alvi, Gupta 2020, p. 14). The COVID-19 effects all around the world, with some countries vastly ahead of others and some countries vastly behind others, makes it easy to learn from other countries’ mistakes. This article urges the United States to learn from the devastation India has faced and do something to prepare for its effects. Fostering Education is an intervention designed to combat the similar effects seen in students worldwide. Fostering Education can help vulnerable populations thrive in a time of such uncertainty. As a benefit to foster youth specifically, tutoring has been proven a life changing intervention. According to the Educational Tutorial Services, “A mere 6% of foster youth who age-out of the system earn a college degree by the time they reach 24. They are able to achieve this because they take advantage of the academic supports that are made available to them” (ETS 2020, p.4). The article discusses the different types of tutoring options and how to match students and tutors. Based on this data, Fostering Education selected the matching process for student and tutor to be very simple, including a questionnaire regarding subject's expertise. Consequently, in an article assessing digital tutoring, Associate Professor Burch of the University of Southern California found, “Further, the in-depth observations and vignettes in this paper illustrate the

challenges in documenting and measuring technology use and its impact in OST tutoring interventions on student learning” (Burch 2013. P. 1). This paper studied their perceived of “little to no effects” tutoring has on students as well as the unattainability of technology for many people. To counter this argument, if the pandemic has done anything positive in its existence in 2020, it is that it has given more people access to technology that may not have had it beforehand. Fostering Education is inclusive in its nature because every student already has the necessary technology needed to complete the program.

### **Program Evaluation**

The goal of Fostering Education is for students to have improved views of school success and self-esteem. This can be done through the consistent and efficient tutoring each week that will be provided to the students. The tutor and student are expected to maintain a professional relationship, however if that boundary were to be crossed, then that would be considered a risk and limitation to the study. Due to the one-on-one nature of the program, it is possible to have lines blurred between tutor and student. Proactive measures were taken that include extensive training, background checks, and consent forms to ensure this does not take place. Another potential risk and limitation of the program is that a particular student may not be affected by a one-on-one experience. With effective communication between tutor and student to ensure progress is being made towards the goals of the program enhanced impact can be reached.

to the initial program goal begin Fostering Education in January, however the program was delayed for a variety of reasons until March 2021. The delay was the result of the creation and agreement of a Memorandum of Understanding between Ohio State University and Franklin County Children’s Services, the length of time it took tutors to get background checked by Franklin County, and scheduling of the students just as classes resumed in person instruction at

student's home schools. The effects of the COVID-19 pandemic are innumerable, affecting everyone from older adults to young children. Therefore, the significance of this program is of great importance because it is designed to assist students who are already in vulnerable dispositions with a significant support for their schoolwork. The students will benefit from this program immensely, as will their teachers and guardians. If students do not need help with their online schooling any longer, then guardians can have a little bit less to worry about regarding their child's learning. As for the teachers, they will have less on their plates and will have more confidence in their students' abilities to retain the information being taught online. If more youth in this vulnerable population are raised with more support and assistance in schooling, then the research shows they will have better outcomes and higher chances for success. Thus, this program will greatly benefit the social welfare of society due to more likely positive outcomes for children who have vulnerable dispositions.

## Program Evaluation Procedures

### Evaluation Design

The evaluation design is quantitative. The data points collected are the student view of school success and student view of self-esteem. A pre/post/Lickert scale is utilized to assess the student views.

### Sample

Once tutors are selected, the profiles of each tutor will be sent to Franklin County Children's Services who will then find the appropriate students to match the tutors' areas of expertise. The contact at Franklin County will use a flyer to recruit students to the program. There will be ten tutors and ten students in the program, and they will each meet one on one weekly with check-ins from the program director.

## Measurement/ Instrumentation

The variables of interest include student views of school success and self-esteem. If the intervention can be reproduced by other programs and get a similar result, reliability could be demonstrated.

## Detailed Study Procedures

The data will be collected and stored on an encrypted drive, which will provide confidentiality for subjects. The subjects will participate in the project from March 2021 start date to May 2021 semester. Data collection on the students will begin March 2021, once students are selected for the program. Personal information will be stored only if the participant indicates wanting to participate in the program the following year. If the participant is in line to graduate that year or does not have a desire to continue the following year, data will be stored per IRB requirements.

## Response Bias

Due to social desirability bias, students may avoid selecting truthful answers in the Likert scale in order to have themselves viewed in a favorable light. Because the Likert scale is subjectively interpreted, similar may not represent the same experience in multiple students.

## Analysis

A paired samples t-test, used to analyze the data, Pre/Post survey of student views of school success and self-esteem, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject is measured twice, resulting in pairs of observations. In this case each student was asked survey questions before tutoring began and after the last tutoring session resulting in a paired observation of each

student. Then the paired t-test was used to determine the difference between the pre and post-test experience of the student.

## Program Description

### Tutor Acquisition

All tutors will have a 3.0 and be enrolled at The Ohio State University. Tutors must express interest in assisting others, rather than furthering their resumes. Tutors must be able to complete a background check and complete three hours of virtual training. Tutors were required to apply via application on Qualtrics. This form was sent and advertised via flyer on social media, in student organization meetings, and in the College of Social Work BSSW and MSW newsletters. The application can be found in Appendix A and the recruitment flyer can be found in Appendix B. Once the application process is complete, the tutors met with Raychel Edelsberg, program director, for one-on-one interviews where their compatibility was assessed for participating in the program. Each interview allowed the applicants to share information about themselves and explain their motivation for interest in program participation. The interview questions and responses can be found in Appendix C.

### Tutor Requirements

Tutors are expected to be present at least once a week on a Zoom tutoring session with a student. Tutors are required to give their full attention to their student and not be preoccupied elsewhere. Tutors must be proficient in a specific subject K-12, with which they will be matched upon. Tutors must be willing to dedicate one hour a week for the spring 2021 semester with their student. Tutors must complete an FBI and BCI background check conducted by Franklin County Children's Services. In addition, they must sign and acknowledge confidentiality waivers to



protect the children in question. The confidentiality waiver can be found in Appendix D. The confidentiality waiver was an extension of the Memorandum of Understanding created between Franklin County Children's Services and The Ohio State University's College of Social Work. The MOU can be found in Appendix E.

#### Student Consent Process

The child in kinship care will be emailed an assent form attached to the parental consent form. The parent/guardian and the participant will have two weeks to return the signed documents to the program director. If a child is to turn 18 during the study, they will be asked to give consent through form. The consent and assent forms can be found in Appendix F.

#### Tutor Training

The tutors will have completed the following trainings on Buckeye Learn: HIPAA and Institutional Data Compliance FY21 and Activities and Programs with Minor Participants Policy 20-21 to assist in the safeguarding of the participants' rights and welfare. In addition, the tutors will complete a tutor orientation training covering behavior management, foster care youth background, child abuse and neglect knowledge checks, cultural competency, and trauma-informed care. This training was an extensive and interactive meeting in which tutors were actively participating in order to "pass." The training can be found in Appendix G.

#### Students

Students were recruited by Dr. Kim Toler, Director of Kinship Care Services at Franklin County Children's Services. There are approximately 600 youth in the kinship care program in Franklin County. Dr. Toler sent a recruitment flyer to all caregivers within the program. From there, the students interested were directed to another contact at FCCS where they indicated subjects of

need. The student recruitment flyer can be found in Appendix H. When that information was collected, it was sent to the program director who then matched the students with tutors who had proficiencies in their areas of need. The contact information for the students' caregivers was given to the program director who then contacted each student and coordinated times with their tutor. From there, Zoom meetings were created on a weekly recurring basis.

### Student Assessment

The objective of this program evaluation is to determine the Fostering Education Program effect on the student views of school success and self-esteem. Students are youth in the foster care system during the COVID-19 era receiving education through online school and virtual tutoring. The evaluation instrument is a 7-point Likert scale survey. Students determine their view of their school success and self-esteem. The surveys, pre- and post- are attached in Appendix I.

### Tutoring Agenda

Tutors will first go over any homework that the student might have on any given day. Once this is complete and concepts are understood, tutors have an Idea Bank in which they are encouraged to pull activities from to complete during the tutoring session. The Ide Bank includes online games, math practice, reading practice, and more.

## **Evaluation**

### Internal Validity

Potential threats to internal validity in this research design include history, maturation, or testing. History could impact the external validity by serving as a distraction or impediment to the study. For example, with the COVID-19 pandemic and all of the stress and uncertainty it brings day

after day, this could largely affect the way students learn and their desire to learn. Maturation could affect the internal validity because, though the study is not taking place over a great length of time, it is taking place in children who are experiencing destabilizing times where it could be hard to not mature quickly. For example, the effects of the pandemic could potentially cause a student to mature at an unprecedented rate, potentially skewing the results from the beginning to end of the semester. Finally, the threat of testing could harm the external validity if the standardized test given at the end of the year were for some reason much more difficult than expected. The testing effect could also impact the study by being too similar to the one the students saw in the fall semester, causing them to feel less anxiety and more comfort when taking it. Furthermore, the impact of random selection of participants would increase the internal validity, by ensuring lack of bias.

#### Pre/Post Test Evaluation Statistics

A paired sample t test compares the means of two paired measurements, as in this case the pretest/posttest scores of student views of school success and self-esteem, to determine if they are significantly different, if that difference is significant in what direction the difference occurs.

To use a paired t-test the data must meet the following requirements: 1. A paired t test requires a dependent variable that is continuous. 2. The Pretest/Posttest Likert scores are ordinal and therefore considered to be continuous. 3. The paired measurements must be recorded in two separate variables, Pretest and Posttest variables, for student views before the Fostering Education program intervention and after the Fostering Education program intervention.

4. The subjects must be related. The subjects in each sample (Pre and posttest) are the same students.

5. A random sample of data from the population is required. This requirement is not met because the population was specific and the students self-selected. 6. A normal distribution (approximately) of the difference between the paired values must exist. 7. There are no outliers in the difference between the two related groups. 8. This analysis needs at least a sample size of 20 so the sample of 4 is not sufficient to draw conclusion. With more time and subjects, a more reliable sample of data would be available.

A paired samples t-test, used to analyze the data, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject is measured twice, resulting in pairs of observations. In this case each student was asked survey questions before tutoring began and after the last tutoring session resulting in paired observations of each student. Then the paired t-test was used to determine the difference between the pre and post-test views of the student.

The research question being asked is: Is there a difference in the student's view of school success and self-esteem following participation in the Fostering Education Program?

The Hypotheses are:

1.  $H_0$ : There is no difference in mean pre- and post-tutoring student views of school success.
2.  $H_1$ : There is a difference in mean pre- and post-tutoring student views of school success.
3.  $H_0$ : There is no difference in mean pre- and post-tutoring student views of self-esteem.

4.  $H_1$ : There is a difference in mean pre- and post-tutoring student views of self-esteem.

## Survey

IBM's Statistical Package for Social Sciences (SPSS) 27 is a software package used for this data analysis. It was released on June 16, 2020. Lickert Scale scores are ordinal data. Students will be displayed on a bar graph with pre and posttest scores. The mean, standard deviation (SD) and the paired t-test is used to compare the means of the pre and post test data. The paired t-test compares the mean difference of pre and post test scores to determine the effectiveness of the Fostering Education Program on student views of school success and self-esteem.

## Conclusion

These results suggest Fostering Education does not have an effect on school success and self-esteem, however, the sample size and effect time is too small to draw a definitive conclusion. The sample size and effect time were collected after one week of the intervention. With more time, the results likely would be very different.

## References

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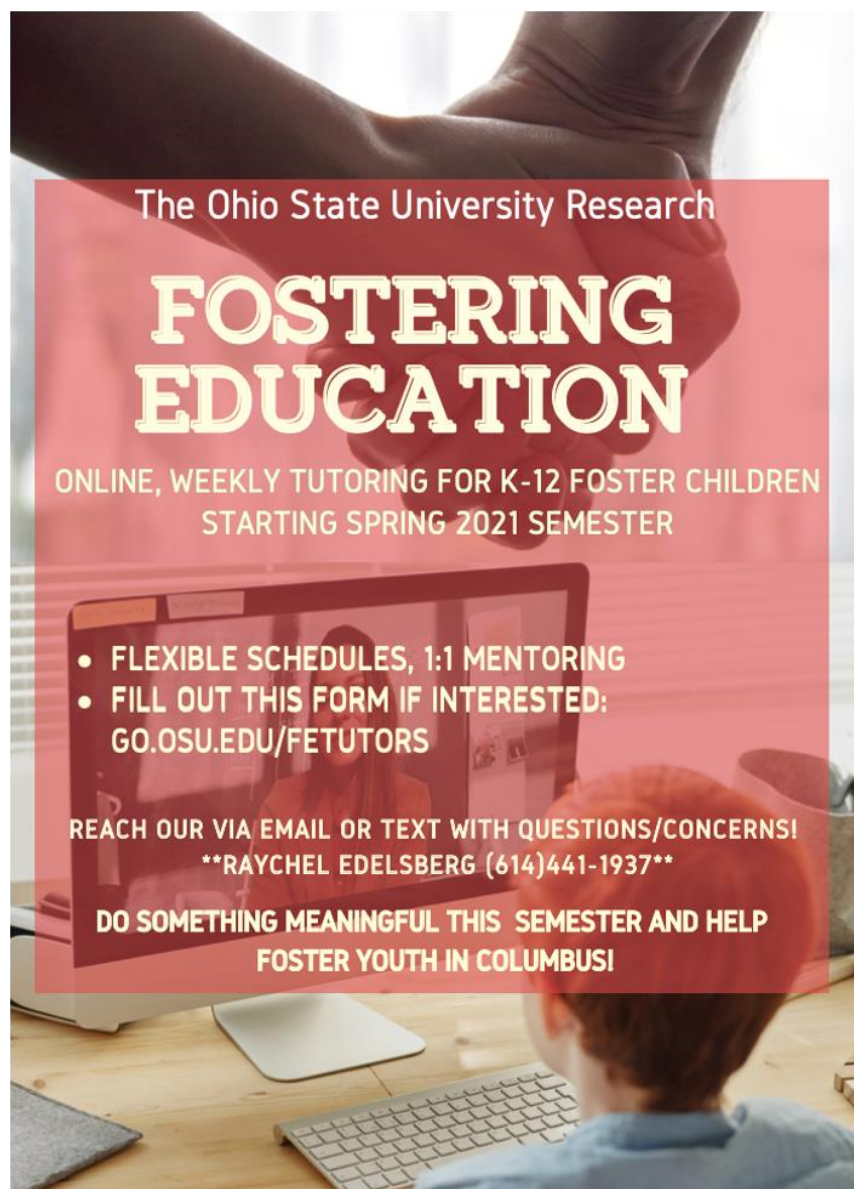
## Appendix A



## Tutor Application

- 1.First Name
- 2.Last Name
- 3.Email address
- 4.Year in School
- 5.Major
- 6.Why do you want to be a tutor for Fostering Education?
- 7.What subjects/age groups do you feel most comfortable tutoring in?
- 8.What subjects/age groups do you NOT feel comfortable tutoring?
- 9.Any other questions or concerns?

## Appendix B.



The Ohio State University Research

# FOSTERING EDUCATION

ONLINE, WEEKLY TUTORING FOR K-12 FOSTER CHILDREN  
STARTING SPRING 2021 SEMESTER

- FLEXIBLE SCHEDULES, 1:1 MENTORING
- FILL OUT THIS FORM IF INTERESTED:  
[GO.OSU.EDU/FETUTORS](https://go.osu.edu/fetutors)

REACH OUR VIA EMAIL OR TEXT WITH QUESTIONS/CONCERNS!  
\*\*RAYCHEL EDELSBERG (614)441-1937\*\*

**DO SOMETHING MEANINGFUL THIS SEMESTER AND HELP  
FOSTER YOUTH IN COLUMBUS!**

## Appendix C.

## Tutor Interview Questions

1. Name
2. Email
3. Subjects comfortable tutoring
4. Ages comfortable in tutoring
5. Why do you want to be a tutor?
6. What are you passionate about and why?
7. Who is your biggest role model?
8. What does mentorship mean to you?
9. Anticipated time available spring 2021? if not its OKAY! As long as you can commit to working to be available for at least one hour in the spring?
10. Any further questions?

## Appendix D

## Confidentiality Waiver

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FCCS/OSU – STUDENT TUTOR PROGRAM / EFFECTIVE 01.18.2021 THRU 04.30.2021

### Attachment 1 – Confidentiality Agreement

#### Franklin County Children Services Confidentiality Agreement

Ohio Revised Code sections 2151.421, 5101.131 and 5153.17 mandate that information concerning children services records and cases are confidential pursuant to law. I understand that the work of Franklin County Children Services involves children and families who are involved in the child welfare and/or the court system. I further understand that regardless of whether I am a full-time, part-time or temporary employee, student, intern, or volunteer or independent contractor for the agency, I am bound by confidentiality laws that protect the records and information of each of these families. I may encounter information about FCCS clients while fulfilling my duties and further understand that this information must be kept in the strictest confidence.

The unauthorized access to confidential information in SACWIS and/or other agency records or the unauthorized dissemination of such records or information is a misdemeanor. FCCS is required to report such violations to law enforcement and the county prosecutor.

I acknowledge and agree to discuss, disseminate and access confidential information only as required to meet the duties of my position. I further acknowledge receipt of a copy of this agreement. Please check applicable box below:

☐ Employee ☐ Temporary Employee ☐ Student ☐ Volunteer ☐ Intern

☐ Contractor ☐ Other \_\_\_\_\_ (please specify)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix E



# Memorandum of Understanding

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FCCS/OSU – STUDENT TUTOR PROGRAM / EFFECTIVE 01.18.2021 THRU 04.30.2021

## Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into by and between: Franklin County Children Services (FCCS) and The Ohio State University – College of Social Work for the Honor Students Community Project.

### A. Purpose

The purpose of this short-term project is to facilitate a virtual (supplemental) tutoring program for youth, K-12, in the kinship care system at FCCS via OSU College of Social Work honor students as a community support.

### B. Term

This MOU will be effective January 18, 2021 through April 30, 2021.

### C. Target Population

Approximately 10-12 FCCS youth placed in kinship homes. FCCS will match youth with the OSU student tutor. This is a voluntary program between the youth and the OSU assigned student tutor. The youth can withdraw from the tutor supports at any time.

### D. Service Deliverables

- All kinship families will sign a release of information between FCCS and OSU which allows for exchange of information between the two entities. FCCS will provide the release of information.
- Prior to assignment of a tutor, all kinship families will receive information including goals and objectives (informational pamphlet).
- All contact with the student will be virtual.
- The matched youth will receive contact information for the assigned FCCS kinship worker.
- There will be a program evaluation portion to this agreed upon partnership. The two study leads, Dr. Linda Helm and Raychel Edelsberg will be evaluating the Fostering Education program's impact on self-esteem and academic performance. The tutor/mentor will ask each student at the beginning of the first tutoring session and at the end of the last tutoring session the following questions and ask them to give a number on a scale of 1-7 with 7 being the best.
  - On a scale of 1-7 how do you feel about school?
  - On a scale of 1-7 how do you feel about yourself?
  - Was this program helpful for you?
  - Would you change anything about this program?

**E. OSU Responsibilities**

- Recruitment of the student tutors
- Recruitment process will include an application with questions about passion and intellect. Interviews will assess motivation for becoming a tutor.
- Tutors will be asked what subject/grades they feel comfortable teaching.
- Tutors will undergo a background check as outlined by FCCS.
- Training as outlined:
  - o Tutors will complete Buckeye Learn training about HIPAA and working with minors, a PowerPoint about boundaries, cultural competency, behavior management, trauma informed care, and working effectively with children.
  - o The training will be a total of three (3) hours of interactive learning.
- Develop an information pamphlet that is to be reviewed with FCCS prior to implementation of the student tutor program.

**F. OSU Student Tutor Responsibilities**

The OSU Student Tutors will do the following:

- Any concerns regarding the youth should be reported within 24 hours to the assigned kinship worker.
- Meet virtually once a week for 1 hour with their matched student to assist them with homework, review learned concepts, and retain learning.
- Engage with the kinship caregiver of the child for work that is to be reviewed with the child according to the school outline.
- Discuss with Kinship caregiver regarding assignments that need priority or attention and come to an agreement prior to the tutoring beginning.
- Work with Kinship caregiver and student to identify work and assignments that are due the following week in order to prepare for the tutoring sessions.
- Not need to be in contact with the school systems of the assigned youth due to the voluntary nature of this program.
- Contact the kinship caregiver every two weeks to ascertain their perception of the tutoring with the youth.
- Share updates on the youth's progress with the assigned FCCS kinship worker. Updates will be sent by the end of each month via email to the FCCS Kinship Worker.

**G. Confidentiality and Data Security**

Provider acknowledges that its performance of services under this Agreement may involve access to confidential FCCS client information including, but not limited to, personally identifiable information and protected health information that is subject to state or federal law/rules restricting the use and disclosure of such information. Provider agrees to hold FCCS client information and any information derived from such information in strictest confidence and agrees to comply with all federal and state laws applicable to FCCS and/or clients of FCCS concerning the confidentiality of client information.

Each OSU Student Tutor assigned to this program is required to sign the "Confidentiality Agreement," Attachment 1 to this MOU. Signed agreements can be sent to the Contracts Department via email at [contracts@fccs.us](mailto:contracts@fccs.us).

#### H. Termination for Convenience

This Contract may be terminated with thirty days written notice by either party to the other party.

#### I. Natural Completion

This Contract shall terminate of its own accord at the conclusion of the contract term stated in Section B.

IN WITNESS WHEREOF, the duly authorized representatives of the parties have herein set their hands in agreement with this MOU:

#### Franklin County Children Services

Digitally signed by  
Charles M. Spinning  
DN: cn=Charles M. Spinning, o=Franklin County Children Services

1/21/2021

Charles M. Spinning  
Executive Director  
Franklin County Children Services

Date

#### The Ohio State University – College of Social Work

Michael Papadakis

1.22.2021

Authorized Signatory

Michael Papadakis, Sr. Vice President  
For Business & Finance and CFO  
The Ohio State University

Date

Printed Name and Title

## OLA General Contract Entry Form

Agreement Name *	Virtual Tutoring Program FCCS & CSW
Full Legal Name of Other Party *	Franklin County Children Services
Term of Contract Start *	01/18/2021
Term of Contract End *	04/30/2021
Originator *	ADAMS-GROOMS.1
General Contract Reviewing Attorney *	Iester.173
CM D-Org *	D1900
Amount *	\$0.00
Business Purpose *	To facilitate a virtual (supplemental) tutoring program for youth, K-12, in the kinship care system
Handling Instructions	For signature
Will Protected Health Information (PHI) be disclosed by either party pursuant to this agreement? *	No
Is a bid waiver required? (if so, please attach) *	No
Is this an amendment to a current contract? *	No
Upload General Contract (1)	
CM General Contract * <u>CM General Contract LAC# 217775   Virtual Tutoring Program FCCS &amp; CSW for \$0.00   Franklin County Children Services   ADAMS-GROOMS.1   Iester.173</u>	

Upload Additional Back-up Documentation
CM Back-up Documentation

Please confirm the following:

☒ I have reviewed this contract with the appropriate Department Approval Individual set forth above, and that individual is aware of the contract and all terms therein, and has approved same.\*

☒ The contract was reviewed by a member of The Office of Legal Affairs and I received permission to upload the document into OnBase. I certify that the document attached is the final approved version of the document.\*

☒ The contract and all necessary exhibits are attached.\*

☒ I have read the contract in its entirety and believe it reflects the business terms negotiated between the parties.\*

## Appendix F. Consent and Assent Forms

**2020-2021 FOSTERING EDUCATION PARENT CONSENT, WAIVER, AND RELEASE**

In consideration of the Ohio State University's acceptance of as a student in the Virtual Fostering Education tutoring program for the Spring 2021 semester, and in return for the opportunity to participate in this program:

I hereby certify that the above-named student is able to participate in this program for one hour a week on Zoom.

There is a research component to the Fostering Education program that will assist researchers in determining whether or not the tutoring has been effective for academic and self-esteem achievement.

PARENT/LEGAL GUARDIAN SIGNATURE

DATE

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STUDENT NAME

DATE

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### Participant Assent Form

I agree to participate in the Fostering Education tutoring program.

STUDENT NAME

DATE

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## Appendix G. Tutor Training

# Fostering Education

Tutor Training Spring 2021

## Franklin County Children's Services

### Mission and Vision

- Protecting Children by Strengthening Families
- Safety, permanency and well-being for every child

## Kinship

- "Kinship care refers to situations when a relative or non-relative has taken over the full-time care, nurturing and protection of a child. The definition for kinship caregivers also goes beyond the scope of blood relatives and may include an adult who has a legal adoptive relationship, a familiar relationship or a bond with the child and or family."

## Kinship

### What is Kinship Care?

- When a child cannot live with his or her parent/guardian/ custodian, kinship caregivers often take over the full-time responsibility of caring for that child, providing ongoing stability, support and guidance. The definition of a kinship caregiver also goes beyond the scope of blood relative and may include an adult who has a familiar relationship/bond with the child and/or family.
- Kinship care can be temporary, meaning the child eventually returns home, or moves to another home. Kinship care can also be permanent, meaning the kin caregivers will care for the child until he or she becomes an adult.
- Kinship care takes many forms. When the child goes to live with a relative or close family friend, the court may also give that person temporary custody of the child. Or, the court may grant Children Services custody while the child lives with the kin caregiver.
- Regardless of the type of kinship arrangement, the kinship caregivers' voluntary commitment to step up and devote their lives to the children under their care can be a courageous, life-changing decision.

## Who Do We Serve?

- Kinship care refers to situations when a relative or non-relative has taken over the full-time care, nurturing and protection of a child.
- When possible, kinship care is the most desirable setting for children who cannot live with their parent/guardian/ custodian.
- Kinship care preserves a sense of family and maintains connections between children and their family's culture and traditions, while efforts are being made to achieve reunification/ permanency.

\*information taken from Franklin County Children's Services

## What Do Children in Foster Care Look Like?

- Children in foster care age out from ages 18-21. From those individuals, "within four years of aging out, 70% will be on government assistance, 25% will not have completed high school, and less than 12% will ever earn their college degree."
- Within four years of aging out, 50% have no earnings, and those who do make an average annual income of \$7,500.

\*information adapted from iFoster.org

## What do Children in Foster Care Look Like in Schools?

- By third grade, 83 percent of students in foster care have repeated a grade.
- The dropout rate for students in foster care is 31 percent, compared to 10 percent for all students.
- Only 52 percent of foster youth graduate high school, compared to 84 percent of all students
- According to the U.S. Department of Education, "A positive pre-K–12 education experience has the potential to be a powerful counterweight to the abuse, neglect, separation, impermanence, and other barriers these vulnerable students experience."

\*information adapted from Edutopia.com and the U.S. Department of Education

## Childcare

## Methods to Assist Foster Youth in School:

- Ensure students in foster care can stay connected to trusted adults (coaches, mentors, teachers, school staff) in remote and blended learning environments.
- Ensure engagement and participation; empower!
- Give students control of their learning.

\*information adapted from American Bar Association

## Blueprints for Change

Things we have control over as tutors.

### EDUCATION GOALS FOR YOUTH IN OUT-OF-HOME CARE

- 1 Youth Are Entitled to Remain in Their Same School When Feasible
- 2 Youth Are Guaranteed Seamless Transitions Between Schools and School Districts When School Moves Occur
- 3 Young Children Enter School Ready to Learn
- 4 Youth Have the Opportunity and Support to Fully Participate in All Aspects of the School Experience
- 5 Youth Have Supports to Prevent School Dropout, Truancy, and Disciplinary Actions
- 6 Youth Are Involved and Engaged in All Aspects of Their Education and Educational Planning and Are Empowered to Be Advocates for Their Education Needs and Pursuits
- 7 Youth Have An Adult Who Is Invested in His or Her Education During and After His or Her Time in Out-Of-Home Care
- 8 Youth Have Supports to Enter into, and Complete, Postsecondary Education

\*information from [fostercareandeducation.org](http://fostercareandeducation.org)



## Empathy

- Some children in the kinship care system have been through very challenging times, sometimes causing them to share personal information with you.
- What you can do to properly handle this situation is to listen and support their thoughts.
- Avoid interpreting, judging, or offering your opinion.
- Thank them for opening up to you.
- If you have even the slightest concern about anything that is said, contact Raychel.
  - Suicidal ideation, homicidal ideation, abuse.
  - Great time to add my phone number into your phone 614-441-1937.
- **If you know it is abuse or have a very good feeling do not hesitate to call the child abuse hotline at (614) 229-7000!**

## Example Phrases to Show Empathy

- You're making total sense
- I understand how you feel.
- You're in a tough spot.
- I wish you didn't have to go through that
- I support your position here.
- I agree with you.
- You are making total sense.
- I see...what you're feeling here is...
- That must've made you really mad.

\*information provided from Couples- thrive.com

## Praise

- Showing praise to children is very important.
- Show sincerity when praising. Children can tell if the praise doesn't follow warrant or is insincere.
- Attribute any success to the child's effort.
- Be specific and let the child know what they did right.

\*adapted from Lutheran Social Services

## Reporting

- If you suspect there may be child abuse or neglect, you have a duty to contact Dr. Kim Toler (FCCS) at 614-581-8110 or [krtoler@fccs.us](mailto:krtoler@fccs.us).
- If you are unsure or have questions about this, please contact Raychel Edelsberg at 614-441-1937
- If you are already a mandated reporter, contact the Child Abuse Hotline at **(614) 229-7000**.



## Behavior Management

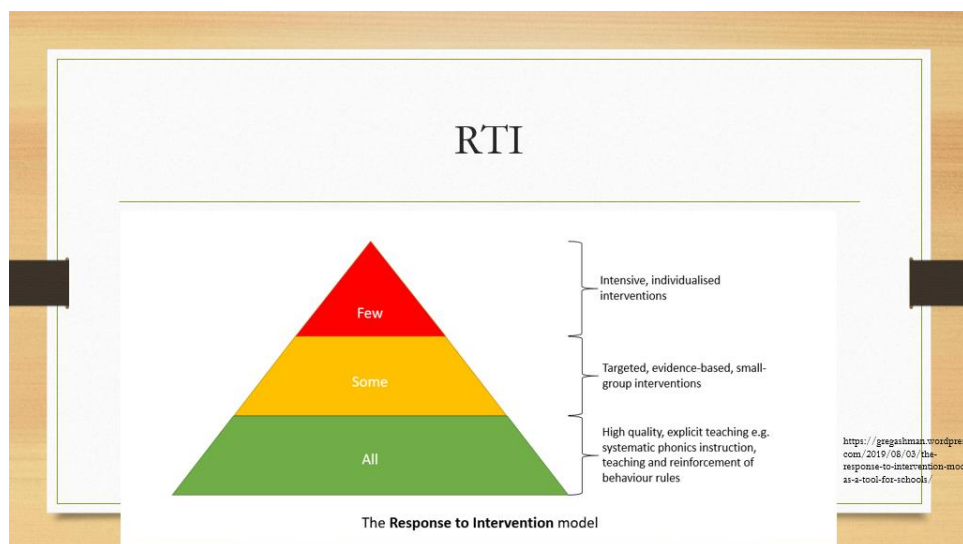
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## Response to Intervention(RTI)

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- RTI includes the use of assessment data, progress monitoring, and evidence-based practices to identify students in need of support, monitor their progress as they receive targeted interventions, and adjust levels or type of interventions depending upon students' responsiveness.

Adapted from: Developing a Classroom Management Plan Using a Tiered Approach Kristin L. Szyeski and Monica R. Brown



## Tips to Encourage Positive Behavior

- Clearly communicated rules
  - On first session, lay down ground rules about focus and attention. Remind student of that each session.
- Routine and procedure
  - Stay consistent in your activities! Children thrive off of routine.
- Efficient use of time
  - Really try to plan out your hour with your student. Allot a certain amount of time for review of concepts, homework, check ins.

Adapted from: Developing a Classroom Management Plan Using a Tiered Approach Kristin L. Szyeski and Monica R. Brown

## Brain Breaks

- Enhance student engagement
- Keep students on their toes throughout the session
- It breaks things up
- Creates some blood flow for the brain

## Example of a Brain Break

- 5-4-3-2-1; In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example, the teacher would say: "Do five jumping jacks, spin around four times, hop on one foot three times, walk around your computer twice, give yourself one pat on the back."

<https://www.teachmeanz.com/2014/04/20/40-second-brain-breaks/>

## Trauma

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### What is Trauma?

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- Individual trauma results from an event, series of events, or set of circumstances that is **experienced** by an individual as physically or **emotionally** harmful or life threatening and that has lasting **adverse** effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being.
- Trauma can affect children's brains, bodies, behavior, and ways of thinking.
- Approximately 1/4 children in foster care show signs of post-traumatic stress disorder.

Information adapted from Lutheran Children's Services and AdoptUSKids

## Examples of Trauma

- Poverty
- Racism
- Child abuse
- Separation from family
- Historical trauma
- Invasive medical procedure
- Community trauma
- Family member with substance abuse disorder
- Family member with mental illness

\*Provided by Lakewood Children's Services

## Types of Abuse

- **Physical**
- involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child or excessive physical punishment.
  - *Pulling your hair, punching, slapping, kicking, biting or choking you*
  - *Forbidding you from eating or sleeping*
  - *Damaging your property when they're angry*
  - *Trapping you in your home or keeps you from leaving*
  - *Preventing you from calling the police or seeking medical attention*

\*adapted from Safe Haven: Shelter and Helpguide.org

## Types of Abuse

- **Emotional**
- Words can hurt and emotional abuse can severely damage a child's mental health or social development
  - *Calling you names, insulting you or continually criticizing you*
  - *Refusing to trust you and acting jealous or possessive*
  - *Trying to isolate you from family or friends*
  - *Attempting to control who you see, where you go, what you do, or any other aspect of your life*
  - *Humiliating you*
  - *Blaming you for the abuse*

\*Adapted from Safe Haven Shelter and Helpline.org

## Types of Abuse

- **Sexual**
- Sexually abused children are often tormented by shame and guilt. They may feel that they are responsible for the abuse or somehow brought it upon themselves
  - *Forcing you to dress in a sexual way*
  - *Insulting you in sexual ways or calls you sexual names*
  - *Forcing or manipulating you into to having sex or performing sexual acts*
  - *Holding you down during sex*
  - ***Having sex with a minor***
  - *Not having consent*

\*Adapted from Safe Haven Shelter and helpline.org



## Types of Abuse

- **Neglect**

- A pattern of failing to provide for a child's basic needs, which include adequate food, clothing, hygiene, or supervision.
- Sometimes, a parent might become physically or mentally unable to care for a child, such as in cases of serious illness or injury, or untreated depression or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

\*Adapted from Helpguide.org

## Adverse Childhood Experiences (ACES)

- ACE is a research study conducted by Kaiser Permanente
- ACE is the term used to describe all types of abuse, neglect, and other potential traumatic experience that occurred in one's childhood
- ACE has been linked to risky health behaviors, chronic health conditions, low life potentials, and early death
- As the ACE score increases, risk for health problems increase

\*Adapted from Lutheran Social Services

## ACES Pyramid



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

\*Information from Mental Health Coalition  
Yavapai Valley

## ACES Impacts

- Potential behaviors
  - Lack of physical activity
  - Smoking
  - Alcoholism
  - Drug use
  - Missed school

\*adapted from Lutheran Social Services



## ACES Impact

- Physical & Mental Health
  - Severe obesity
  - Diabetes
  - Depression
  - Suicide attempts
  - STDs

\*adapted from Lutheran Social Services

## Potential Effects of Trauma

- Blowing up when being corrected
- Fighting when criticized or teased
- Resisting transitions or changes
- Reckless or self-destructive
- Frequently seeking attention
- Reverting to younger behaviors
- Confusing what is safe and what is dangerous
- Trouble focusing or concentrating

\*adapted from Lutheran Social Services

## How We Can Be Cognizant

- All behavior has meaning
- Recognizing that symptoms are adaptations or survival skills
- We build on success not deficits
- Being gentle with words

\*adapted from Lutheran Social Services

## Trauma Informed Approach

- Realizes
  - Widespread impact of trauma and understands potential paths for recovery
- Recognizes
  - Signs and symptoms of trauma in clients, families, staff and others involved
- Responds
  - By fully integrating knowledge about trauma into policies, procedures and practices
- Seeks
  - To resist re-traumatization

\*adapted from Lutheran Social Services

## Unhelpful Responses

- When listening do not interrupt
- Avoid offering examples from your own life and talking about yourself
- Avoid offering simple reassurance such as “I know how you feel” or “You’ll be ok”
- Avoid using general phrases such as “look on the bright side”
- Avoid placing expectations

\*adapted from Lutheran Social Services

## Trauma Informed Approach Tips

- Listen
- Control your own reactions
- Encourage them to care for themselves by getting rest, eating well, exercising, and making time for relaxation
- Acknowledge their achievements

\*adapted from Lutheran Social Services

## Boundaries

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### What is a Boundary?

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- Limits that define acceptable and unacceptable behavior between people and groups
- Provide the framework for healthy relationships between a tutor and a student
- Are the limits we set so that we can provide **meaningful** support to students

\*Adapted from Lutheran Social Services

## Why are Boundaries Important?

- Reminder to take HIPAA training on Buckeye Learn
- Provide safety for both the tutors and the students
- Make things predictable-when our interactions with students are consistent, students have clear and appropriate expectations of tutors
- Ensure that relationships between tutors and students remain professional

\*Adapted from Lutheran Social Services

## Types of Relationships

- Social Relationships
  - Exist between people who enjoy each other's company and have shared interests
  - Each party is equally responsible to establish and maintain the relationship and address power imbalances
- Professional (tutor-student)
  - Relationships--Are planned and goal-directed interactions
  - Tutors are responsible for maintaining appropriate boundaries

\*adapted from Lutheran Social Services

## The Dangers of Crossing Boundaries

- Crossing boundaries takes place when a tutor transitions from caring for and about a student (professional relationship) to becoming involved in or influencing a student's life experiences (social relationship)
- The tutor-student relationship is one of unequal power. Tutors have access to resources, authority and influence that the student needs-creating vulnerability
- Students can perceive crossing boundaries as the misuse of power or the betrayal of trust
- Crossing boundaries can cause minor or major physical, emotional, or economic harm to students

\*adapted from Lutheran Social Services

## Reporting

- If you hear anything indicating one of the following...
  - Suicidal ideation
  - Abuse
  - Homicidal ideation
  - Etc.
- Contact me immediately and inform your student that you will have to inform their case worker.



## Preventing Boundary Crossing

- Self-evaluation:
  - It is easier to set effective boundaries when you are aware of your own needs, strengths, weaknesses, feelings, personality patterns, and life experiences which may impact the way you relate to students.
- Factors that may influence your perception of boundaries include:
  - Your cultural background
  - Gender
  - Age
  - Socio-economic class
  - Religious values
  - Educational background
- Communicate effectively and set expectations when working with students.

\*Adapted from Lutheran Social Services

## Compassion Fatigue

- Tutors can experience secondary trauma resulting from empathic engagement with trauma survivors.
- Compassion fatigue can impact the helper's sense of self, world view, spirituality, affect tolerance, and interpersonal relationships.
- Compassion fatigue is a normal reaction to stressful/traumatizing work, but self-care can prevent compassion fatigue allowing you to better help survivors.
- We do not have an unlimited capacity to care for ourselves and others. Once we reach that capacity it is difficult to maintain healthy levels of support for students.

\*Adapted from Lutheran Social Services

## Preventing Compassion Fatigue

- Make sure to practice self-care
  - Journaling, meditation
  - Walking and exercising
  - Eating healthy
- Maintain boundaries

\*Adapted from Lutheran Social Services

## Acceptable Student Interactions

- A volunteer self-disclosing, or giving **limited** personal information, in order to build residents trust
  - Examples include:
    - Age
    - Home town
    - Major
    - Etc. Keep it basic!
- Listening to residents without providing advice or guidance

\*Adapted from Lutheran Social Services



## Boundary Violations

- Discussing your intimate life details with students
- Buying gifts for students
- Accepting gifts from students
- Providing your personal contact information
  - Including social media handles
- Encouraging or inviting external relationships with students during or after tutor session

\*Adapted from Lutheran Social Services

## Scenarios

- Sue (tutor) was in the middle of a session with her student when that student all of a sudden brought up a recent abusive situation at home, and how she is struggling to cope with the situation. Sue shared her own story about her abuser and suggested a different coping mechanism that worked for her.
  - OK? Or No?
- Jennifer has just completed tutoring for the week and asked Kelli (tutor) for her address. Jennifer wants to send a thank you card to Kelli letting her know that she appreciated all her help in school. What should Kelli do?

\*Adapted from Lutheran Social Services

## Scenarios

- Josie (student) was in a tutoring session with her tutor, Lily, when the topic of college came up. Josie mentioned to be considering going to college and asked Lily what she liked about Ohio State. How should Lily respond?
- Mandy (student) mentioned being very sad because her foster parents did not have time that week to take her to the store to get new supplies for school. Mandy began to cry and ask her tutor for a ride. What should the tutor do?

## Reminders

- Boundaries are not always easy maintain, even for professionals!
- Don't be afraid to talk to Raychel about boundaries if you are in a questionable situation.
- Boundaries are important to have in an effective and healthy relationship with students.
- Set boundaries early, remind student if necessary, and stay firm!

\*Adapted from Lutherna Social Services

## Cultural Competency

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## Culture

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- Culture
  - Is a system of beliefs, values, and assumptions about life that guides behaviors and are shared by a group of people that is passed down from generation to generation
- Culture is our way of life
- It is learned, shared, transmitted, and has the ability to change.

\*Adapted from Lutheran Social Services

## What is Cultural Competency?

- The ability to interact effectively with people of diverse backgrounds and different identity groups by being sensitive, appreciative, respectful, and responsive to beliefs, practices, and cultural needs that are different from your own.
- Cultural Humility
  - The ability to maintain an interpersonal stance that is other oriented in relation to aspects of cultural identity that are most important to the person

\*Adapted from Lutheran Social Services

## Importance of Cultural Competency

- One can gain a broadening of perspective that acknowledges the existence of differing realities that requires neither comparison nor judgment
- One can be aware of likely areas of potential cross-cultural miscommunication, misinterpretation, and misjudgment
- A lack of knowledge about different cultures can limit one's ability to provide quality service

\*Adapted from Lutheran Social Services

## How to Achieve Cultural Humility?

- Awareness
  - Be conscious of your own attitudes and biases
- Knowledge
  - Gather information about different cultural groups
- Skills
  - Develop skills for communication and interactions across cultures
- Attitude
  - Belief that differences are valuable and change is necessary and positive

\*Adapted from Lutheran Social Services

## Understanding Cultural Differences

- Different Communication Styles
  - Realize words and phrases are used in different ways –Be aware of your non-verbal communication
- Different Attitudes toward conflict
  - Some cultures view conflict as a positive thing, while others view it as something to be avoided
- Different Approaches to completing a task
  - Cultures have different access to resources, different judgement of rewards, different concept of time, and varied ideas about how relationship-building and task-oriented work should go together

\*Adapted from Lutheran Social Services

## Cultural Competence Reminders

- Self-awareness
- Value individuals' differences, capacities and abilities
- Respect differences in families' home lives
- Recognize that diversity contributes to the riches of our society

\*Adapted from Lutheran Social Services

## Sources

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- <https://www.helpguide.org/articles/abuse/child-abuse-and-neglect.htm>
- <http://mentalhealthcoalitionv.org/diverse-childhood-experiences-study-aces/>
- Lutheran Social Services, CHOICES.

## Appendix H. Student Recruitment Flyer





# FOSTERING EDUCATION

ONLINE, WEEKLY TUTORING FOR K-12 FOSTER  
CHILDREN DURING REMOTE LEARNING PERIOD

- FLEXIBLE SCHEDULES, 1:1 TUTORING
- QUALIFIED STUDENTS AT OSU TO HELP CHILDREN SUCCEED
- FILL OUT THIS FORM IF INTERESTED:  
[GO.OSU.EDU/FESTUDENTS](https://go.osu.edu/festudents)

REACH OUR VIA EMAIL OR TEXT WITH QUESTIONS/  
CONCERNS!

**\*\*RAYCHEL EDELSBERG (614)441-1937\*\***

LET'S MAKE VIRTUAL SCHOOL EASIER WITH A  
SPECIAL 1:1 ONLINE EXPERIENCE TO BUILD  
CONNECTIONS AND SUCCESS

The Ohio State University Research



## Appendix I. Surveys

Pre-Survey:

1.Name

2.Participant Number

3.On a scale of 1-7 how do you feel about school?

1

2

3

4

5

6

7

4.On a scale of 1-7 how do you feel about yourself?

1

2

3

4

5

6

7

5.What are you hoping to get out of this program?

6.Is there anything I can do to best support you this year?

## Post Survey

1.Name

2.Participant Number

3.On a scale of 1-7 how do you feel about school?

1

2

3

4

5

6

7

4.On a scale of 1-7 how do you feel about yourself?

1

2

3

4

5

6

7

5.Was this program helpful for you?

1

2

3

4

5

6

7

6.Would you change anything about this program?

Denman Poster

## Fostering Education: How Tutoring Impacts Self-Esteem and Perceived School Success of Children in Kinship Care

Raychel Edelsberg

The Ohio State University College of Social Work

The purpose of this project is to provide a program for youth, K-12, in the kinship care system to be tutored in support of their virtual studies. Students in foster care are already at a higher disposition to not graduate high school, be homeless, or die younger. This program will work as an intervention during the added stress of being online for schooling and assist students in succeeding this year. The effects of COVID-19 are endless, affecting every single person in society. Children in foster care, already being at that disadvantage are now even more vulnerable than ever before. The program effectiveness outcomes will be assessed through several outcome questions. The desired outcomes are improved academic performance and enhanced self-esteem.

### Objectives

The goal of this study is to improve children in the foster care system's perceived self-esteem and perceived school success.



### Methodology

- Tutors will meet one on one each week with their assigned student on Zoom for one hour. Sessions will include mentorship, homework help, and a variety of additional activities and games.
- In order to recruit tutors, flyers were sent out on various social media outlets to the entire Ohio State student body. The application and interview consisted of questions about passions, role models, motivation for becoming a tutor, and ability to commit one hour each week.
- Once ten tutors were selected, their areas of expertise for tutoring, were sent to Franklin County Children's Services who then found the appropriate students to match the tutors' interests. A flyer was used to recruit students to the program and then students were paired with tutors based off their respective profiles.
- There are ten tutor student pairs, and they will each meet one on one each week with weekly check-ins from program director.
- The data was collected and stored on an encrypted drive. The program was provided from mid-March 2021 to the end of the spring 2021 semester.
- Students completed a survey at their first and last session using a Likert scale to assess perceived self-esteem and perceived school success. The evaluation will be completed at the end of the spring 2021.

### RESULTS

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	School Success Pretest	5.25	4	1.708	.854
	School Success Posttest	5.00	4	2.160	1.080
Par 2	Self-Esteem Pretest	5.75	4	1.238	.629
	Self-Esteem Posttest	6.00	4	1.414	.707

A paired-samples t-test was conducted to compare the student view of school success before and after the Foster Education Tutoring Program.

A paired-samples t-test was conducted to compare the student view of self-esteem before and after the Foster Education Tutoring Program.

The means are similar and seem to be different related to one subject difference in each group (School and Self). The standard deviation does not show much difference.

#### Paired Samples Correlations

		N	Correlation	Sig.
Par 1	School Success Pretest & School Success Posttest	4	.994	.006
	Self-Esteem Pretest & Self-Esteem Posttest	4	.937	.063

The correlations show a strong relationship between the pre and post test scores however the significance of that relationship is low. This is likely due to the small sample and time effect size.

#### Paired Samples Test

		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	t	Sig. (2-tailed)
School Success Pretest - School Success Posttest		259	.503	.259	Lower Upper		
Self-Esteem Pretest - Self-Esteem Posttest		259	.503	.259	Lower Upper		

There was not a significant difference in the scores for school success pre Foster Education (M=5.25, SD=1.708) and school success post Foster Education (M=5.00, SD=2.160) conditions;  $t(3)=-1.00$ ,  $p=.391$ .

There was not a significant difference in the scores for self-esteem pre Foster Education (M=5.75, SD=1.238) and self-esteem post Foster Education (M=6.00, SD=1.414) conditions;  $t(3)=-1.00$ ,  $p=.391$ .

### CONCLUSIONS

These results suggest Fostering Education does not have an effect on school success and self-esteem, however, the sample size and effect time is too small to draw a definitive conclusion. The sample size and effect time were collected after one week of the intervention. With more time, the results likely would be very different.

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## Honors Showcase



# FOSTERING EDUCATION

RAYCHEL EDELSBERG

SOCIAL IMPACT PROJECT AND RESEARCH THESIS

There are more than 400,000 children in the foster care system who are at risk of poor educational outcomes.

The COVID-19 public health emergency has put children in foster care at even greater risk with educational and social isolation

(Alvis & Gupta, 2020).

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Students in foster care are at a higher disposition to leave high school prior to graduation, be homeless, and die at a younger than average age (Educational Tutoring Services, 2020).

Students in foster care are at a higher disposition to leave high school prior to graduation, be homeless, and die at a younger than average age (Educational Tutoring Services, 2020).

## Social Impact Project

- The **Fostering Education** Program was developed as an intervention for foster care youth during the COVID-19 public health emergency. The stress of being online for schooling enhances education and social risk. Foster care youth in kinship care, Kindergarten through Grade 12, were paired with tutors to address educational needs.



## Program Development:



## Benchmarking

- Spoke with multiple organizations in the Columbus area to adapt training program for tutors
  - CHOICES: Domestic Violence Shelter Mentorship Children Program
  - Pass the Class: OSU tutoring program for youth in Columbus area
  - College Mentors for Kids: OSU mentoring program for youth in Columbus area

## MOU

- A Memorandum of Understanding was completed between The Ohio State University and Franklin County Children's Services.

Memorandum of Understanding

Between The Ohio State University and Franklin County Children's Services

1. Purpose

The purpose of this Memorandum of Understanding is to establish a partnership between The Ohio State University and Franklin County Children's Services to provide tutoring and mentoring services to children in need.

2. Scope

This Memorandum of Understanding applies to all students and staff of The Ohio State University who are involved in the tutoring and mentoring program.

3. Goals

The goals of this program are to:

- Provide tutoring and mentoring services to children in need.
- Increase the academic achievement of children in need.
- Provide a safe and supportive environment for children in need.

4. Responsibilities

The responsibilities of The Ohio State University and Franklin County Children's Services are as follows:

- The Ohio State University will provide tutoring and mentoring services to children in need.
- Franklin County Children's Services will provide a safe and supportive environment for children in need.

5. Signatures

The Ohio State University - College of Social Work

Michael R. Smith, Director

Franklin County Children's Services

John J. Smith, Director

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## Tutor Recruitment



## Tutor Training

### BuckeyeLearn Trainings:

- HIPAA and Institutional Data Compliance
- Activities and Programs with Minor Participants.

### 3 Hour Tutor Training:

- Children in foster care
- Setting appropriate boundaries
- Cultural humility
- Behavior management
- Trauma informed care
- Working effectively with children.

## Background Checks

- BCI and FBI checks provided by Public Children Services Organization

## Confidentiality Agreements

- Each tutor must comply to keep their student's identity confidential.

### 2020-2021 FOSTERING EDUCATION PARENT CONSENT, WAIVER, AND RELEASE

In consideration of the Ohio State University's acceptance of as a student in the Virtual Fostering Education tutoring program for the Spring 2021 semester, and in return for the opportunity to participate in this program:

I hereby certify that the above-named student is able to participate in this program for one hour a week on Zoom.

There is a research component to the Fostering Education program that will assist researchers in determining whether or not the tutoring has been effective for academic and self-esteem achievement.

PARENT/LEGAL GUARDIAN SIGNATURE

DATE

STUDENT NAME

DATE

## Idea Bank

- A Google Document, accessible to all tutors was created after a Brainstorming meeting in early January 2021.
- The document serves as an idea bank for tutors to utilize when a student is complete with their homework.
- Includes games, activities, and ice breakers all categorized by grade and age.

## Student Recruitment

**FOSTERING EDUCATION**

ONLINE, WEEKLY TUTORING FOR K-12 FOSTER CHILDREN DURING REMOTE LEARNING PERIOD

- FLEXIBLE SCHEDULES, 1:1 TUTORING
- QUALIFIED STUDENTS AT OSU TO HELP CHILDREN SUCCEED
- FILL OUT THIS FORM IF INTERESTED: GO.OSU.EDU/FESTUDENTS

REACH OUR VIA EMAIL OR TEXT WITH QUESTIONS/ CONCERNS!  
**\*\*RAYCHEL EDELSBERG (614)441-1937\*\***

LET'S MAKE VIRTUAL SCHOOL EASIER WITH A SPECIAL 1:1 ONLINE EXPERIENCE TO BUILD CONNECTIONS AND SUCCESS

The Ohio State University Research

## Student Matching

- Student and tutors matched by areas of expertise/areas of need by program director
- Schedules coordinated and supervised by program director

*Program  
Implementation*



## Coordinating Schedules

- Schedules will be taken from tutors and students.
- Program coordinator will then serve as the liaison between the two parties, scheduling sessions, creating Zoom meetings, and contacting both parties if changes arise week to week.
- Program director will also join meetings occasionally to ensure program implementation.

## Program Evaluation



## IRB

- "Study Number: 2020B0357  
Study Title: Fostering Education

Type of Review: Initial Submission

Review Method: Expedited

Date of IRB Approval: 02/22/2021

Date of IRB Approval Expiration: 02/22/2022

Expedited category: #7

Dear Linda Helm,

The Ohio State Behavioral and Social Sciences IRB **APPROVED** the above referenced research.

In addition, the following were also approved for this study:

Children (permission of one parent sufficient)

Waiver of Consent Documentation"

## Surveys

- A Pre and Post survey was given to the students in the program.
- The survey assessed student view of self-esteem and school success.

## Data

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	School Success Pretest	5.57	7	1.397	.528
	School Success Posttest	5.14	7	1.952	.738
Pair 2	Self-Esteem Pretest	6.29 <sup>a</sup>	7	1.113	.421
	Self-Esteem Posttest	6.29 <sup>a</sup>	7	1.113	.421
<sup>a</sup> . The correlation and t cannot be computed because the standard error of the difference is 0.					

## Data

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	School Success Pretest - School Success Posttest	.429	.787	.297	-.299	1.156	1.441	6	.200



## Research Findings

- A paired sample  $t$  test was conducted to compare the Student View of School Success prior to Fostering Education and the Student View of School Success following Fostering Education conditions. There was not a statistical difference in the scores of Pre-Fostering Education Student View of School Success ( $M= 5.57$ ,  $SD= 1.39$ ) and Post-Fostering Education Student View of School Success ( $M=5.14$ ,  $SD=1.95$ ),  $t(6) = 1.44$ ,  $p = .200$ . The correlation and  $t$  cannot be computed for Student View of Self-Esteem because the standard error of the difference is 0.



## Conclusion of Research

- These results suggest that Fostering Education does not have an effect on a student's view of school success. However, with an  $N= 7$ , the small sample size reduces the reliability of the Pretest/Posttest Survey. A sample of 30 would increase the power of the survey results and reduce the margin of error. However, the limited time of the program implementation limited the sample size.



## Sustainability

- Program will continue to exist in the future.
- Plans to return Autumn 2021 led by program director.

Thank you

